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ABSTRACT

The paper presents some of the organizing principles that have emerged in the process of designing higher education programs for adults. The analysis relies on some of the recent research and literature on adult development, life stages, and learning interests. The organizing principles were not predetermined, but have resulted from years of experience in designing and implementing baccalaureate degree programs for adults in the University Without Walls program of Loretto Heights College in Colorado. The report is anecdotal, with little statistical data or research analysis presented. (MSE)

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ORGANIZING PRINCIPLES FOR PROGRAM DESIGN BASED ON ADULT DEVELOPMENT AND LEARNING INTERESTS

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by

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Loretto Heights College
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INTRODUCTION

This paper is an effort to present some of the Organizing Principles which have emerged in the process of designing higher education programs for adults.[1] The analysis which is presented here relies on some of the recent research and literature on adult development, life stages, and learning interests. The Organizing Principles were not pre-determined, but have resulted from eight years of experience in designing and implementing baccalaureate degree programs for adults in the University Without Walls Program (UWW) of Loretto Heights College (LHC).

The program has received approximately one thousand inquiries each year since 1971, enrolled about one hundred new adult students yearly, served about two hundred persons a year, and graduated almost four hundred in a variety of areas of concentration. The age range of persons served has been from 16 to 74, with an average of 36. It is this experience base which primarily informs the ideas and conclusions presented here.

Although a great deal of statistical data has been collected, it is not the purpose of this paper to present it. Nor has our program been designed as a research project, that is, establishing theoretical hypotheses and setting about to test them. Rather, our approach has been one of "action research." Utilizing awareness, knowledge gained from study, observation, and a wide variety of experiences we made assumptions and designed our UWW program to meet the needs of adults returning to college, as we anticipated those needs. Our experience with adult learners over the past eight year period has caused us to evaluate, refine and expand the original model. This paper is intended to extract from a complex array of issues and variables those which are basic in considering the design of programs for adults. It is hoped that the delineation of these Organizing Principles, based on our experience, will aid other educators as

They consider adult learners as a population to be served by educational institutions and agencies. It is also hoped that the Organizing Principles set forth here will have impact on evaluation of programs for adults and may lead to the development of criteria useful in assessing the quality of adult programs. The focus of this paper is the learner, as we hope the focus of all educational program design will be.

BACKGROUND AND PERSPECTIVE

It is important to note the institutional philosophical environment within which the University Without Walls Program was designed and developed at Loretto Heights College. Although each institutional context must be considered somewhat unique, we believe that certain aspects of adult development and learning can be considered universal, at least within this culture at this time in history. However, the environment and the values of both the institution and the program developers need to be made explicit. If there is maximum congruence between the expressed values of the institution, the program designers, and the perceived needs of adults, programs are more likely to be successful than if there is dissonance between these factors.

The institutional mission of Loretto Heights has its roots in its more than 80-year history as a Catholic liberal arts college for women. In 1967, the College became an independent, non-demoninational, co-educational institution. It has retained its commitment to liberal learning, coupled with pre-professional and professional undergraduate education. The College values its small size (under 1000 students) as a pre-condition for maximum individualization. In many ways, the College describes its unique character and quality in terms of its capability to be person-centered in an impersonal society. One might say that institutions of this type have the potential (and often reach it) to improve our "quality of life," by focusing attention on the individual, within the context of a small community. This small institutional model offers younger and older adults alike opportunities for each student to be viewed as an individual and to be an integral part of a community. The small college interpersonal learning environment has the potential to build self-esteem and also provides a training ground for learning how to function in cooperative groups in family, community and work settings. This kind of institutional setting provides the sub-soil in which developmental approaches to education can prosper.

Undergirding the development of the University Without Walls Program were perspectives and beliefs within the College which supported a developmental point of view. Some of these perspectives were that:

- adults can and do continue to grow and develop throughout their lives;
- adults come to educational institutions hoping to find programs that will be sensitive to, knowledgable about, and supportive of their growth and development; and
- educational programs for adults will achieve quality if they are designed to support and serve adults' developmental and growth needs.

Therefore, we concluded that programs for adults must be enabling, as well as instructional. Our basic assumption was that the learning that adults seek is more than the acquisition of knowledge, skills, and credentials, although these objectives are most often expressed. We contended that programs for adults must make qualitative differences in these learners' lives. Because programs for older adults are not preparatory to life, in the way that they are for younger adults, they must help mature persons to make meaning of their complex lives and must offer the potential to improve the quality of life in a variety of ways.

In this context and with these general perspectives, we set out to design a program to serve adults returning to college at the undergraduate level. The basic program was the University Without Walls. Special Projects within the University Without Walls, designed to serve particular populations and purposes, have also been developed and implemented.[2]

By a number of measures and criteria, the program has been "successful." A primary task, at this point in the program's development, is to analyze why the University Without Walls has worked so well for adult learners and how it can be adjusted,

refined and improved. A second task is to draw from the recent research and literature on adult development and learning in order to discover the connections between the theories of adult development and the practices of our programs and projects, thereby extracting the Organizing Principles which emerge from these connections. A third task is to articulate our findings and share them with others interested in these matters. Hence, this paper.

LEARNING AND CHANGE

What learning has always been about is change. What change has always been about is discontent, dissatisfaction, disequilibrium, dissonance and disturbance. As change occurs, there is a need to move, a need to learn, and a need to know more. In effect, to change is to transit from one state to another. We always experience a sense of restlessness prior to our own changes, our own transitions, and our own new learning. Without this restlessness, we would remain static, not learning, not growing.

Each life transition is prompted by a sense of discontent. In education, we speak of these transitions as "teachable moments." These are the moments of openess, curiosity, discontent, and restlessness which have the greatest potential for the taking in and the absorbing of new learnings. It is these "teachable moments" when, developmentally speaking, we have out greatest needs for new learning in order to solve new issues and learn to perform new tasks. So it is throughout our lives. It is our discontent and our transitions that give us some confirmation that we are alive and are still capable of learning and generativity.

When adults voluntarily seek us out in colleges and universities, they are exhibiting a symptom of discontent, of restlessness, and of transition. We must be keen diagnosticians to be able to identify what is causing them to be restless. Is it a divorce? Is it a need to find a new kind of career or work? Is it a need for intellectual stimulation? Is it a need for new relationships? Is it a need for new self-knowledge? Is it a need for the status of holding a degree? Or is it a combination of these needs? These are adults' "teachable moments," their times of discontent. Without these discontents, they would not have to come.

Each institution has an educational menu. Some colleges have large menus; others small. Some are specialty houses; others are diversified. Some say you must sit

in a particular room and eat a particular set of intellectual foods. Others have a broad cafeteria, where the eater may choose the type of food, its quantity, the order in which the eating will occur, and the method by which the food is eaten. The objectives are to satisfy the appetite of the diner, to reduce the hunger, to feed the need of the consumer, and to respond to the learner's discontent. The process used is one which supports the transition of the learner from a state of hunger to a new state of satisfaction. When a learner crosses the path of an educational institution during one of these "teachable moments," the result can be powerful.

And, so it is with all our learning, our changing, and our transitioning. First, there is the need for a diagnosis of the nature of the learner's discontent. Second, there is the need for an appropriate system which can offer these diverse menus of learning experiences which may satisfy the adult learner and aid in the impending transition. The wider the array of possible program responses, the more kinds of eaters or learners an institution will be able to serve.

Each of us has our own internal clock for the timing of our discontents, but we all fall within some broad adult developmental patterns. Hence, our UWW program's bias is toward individualization. The infinite variety of sequences of external events in adult lives, within the relatively predictable patterns of adults' internal transitional needs, indicate that we must design educational programs that offer maximum flexibility and individualization. Such designs will be best able to accommodate the wide range of developmental needs, which occur during the two-thirds of a person's life expectancy that we call adulthood.

OURSELVES AS MIRRORS FOR DEFINING THE ADULT LEARNER

Who is the adult learner? How can we know what adult learners need? And how can we design our programs and institutions to meet these needs?

In order to find the answers to these questions, we must pay attention to what the research and literature tells us about adult development and adult learning. But also, some of the answers to these questions lie in our own lives and those of our colleagues and friends. For we too are adult learners. We, ourselves, are the mirrors, the models, and the prototypes for the students. But for a fluke of fortune, we might lack the credential -- the B.A., M.A., or Ph.D. -- which our students seek from our colleges and universities. And so, in addition to the research, our own lives and the lives of our colleagues and peers give us some of the best clues as to what Organizing Principles should guide our adult program development efforts.

What kind of college would we want to go to? What kinds of programs could fit best into our busy, role-complex lives? With what kinds of faculty would we want to learn? Our own answers to these questions are also the appropriate answers for our students.

Who, then, are we? We are women returning to school and to work. Mothers. Wives. Ex-wives. Singles. We are men needing a shot at the next job. Striving. Financially burdened. Restless. Busy. Ambitious. Husbands. Fathers. Lovers. All of us are the adult learner. Perhaps a bit bored. Short on time. Getting older. In a hurry. Not wasteful.

We are each men and women wanting to grow and learn new things. We are not totally secure. We are encountering crises in our personal relationships. We are looking for

new models, new mentors, new directions, new satisfactions, and new friendships. We are unsure of ourselves, in spite of needing to appear certain and confident.

In ourselves and in our own life experiences are the trustworthy clues to adult development and to designing programs for adults. To use Gail Sheehy's terms from Passages, it is our own "Getting into the Adult World," our "Catch 30's," our "Deadline Decades," our "Settling Down," our "Second Adolescences," our "Mellowing," our "Finishing Up" stages that are the adult transitions which should inform the design elements of our programs. Those learning processes and subjects which are appropriate for us are also appropriate for our students.[3] We are the ones who are on the ego development scales. We are the Self-Protective, the Conformist, the Self-Aware, the Conscientious, the Individualistic, the Autonomous, and a few of us, the Integrated ones of whom Jane Loevinger writes.[4] We are the Convergers, Divergers, Accommodators, and Assimilators whom David Kolb describes in his Learning Styles Inventory.[5]

It is from our knowledge of ourselves and our peers, as well as from the research and literature, that we will be able to build appropriate programs for adults -- programs which are not removed, not ivory tower, not elitist and not excessively academic. We need to behave not only as researchers, but as adult learners --developing, practicing, analyzing, reflecting, observing, generalizing, experiencing, and working together as we design education for adults. We are program developers who are also peers and learners with other adults, all of us learning. If we view ourselves and our students as collaborative learners, our program designs will have integrity and value. For we are not only programming for others; we are, indeed, also programming for ourselves. Trusting in our own self-knowledge, we will consciously and deliberately be able to meet the needs of others, who are not only our students, but, in this case, also our peers. "Up-down" hierarchical relationships will not work. Mutual attitudes of equality and collaborative searching will more likely be successful.

ENTRANCE: REASONS FOR ENROLLING AS DIRECTIONAL SIGNALS FOR PROGRAM DESIGN

In Weathersby's study of adult students at Goddard College between 1976 and 1977, it was found that adults returning to college could be classified in terms of seven essential motivations for enrolling.[6] 22% returned to "work on career goals." 16% said they needed to complete "unfinished business." 16% claimed a need for "re-orientation and re-direction." 14% wished to "pursue valued interests in an individualized manner." 12% desired "personal growth." 10% were looking for "challenge and intellectual stimulation." 7% claimed that it was "the right time to enroll."

In designing programs for adults and in developing admissions procedures and processes, all of these motivators must be kept in mind. Each program must decide if it is interested in accommodating all, a few, or only one of these motivations. It doesn't make any sense to debate whether personal growth, intellectual development, or career goals are valid institutional goals or missions if one recognizes that a combination of all three goals are likely to be present within the potential population to be served. Some schools will choose to expand their capabilities and parameters and to "cast a wide net." Other will choose to do that which is already within their capability and mission and which they preceive themselves as having the resources to accomplish quickly and effectively.

The University Without Walls Program at Loretto Heights College was ambitious, in this regard. Being a small institution immersed in the process of institutional change in 1971, the opportunities to design a program from scratch, with a "clean slate," were present. And that is what was done. In retrospect, the program's design can be analyzed in terms of the seven motivators described by Weathersby and the responses UWW made to each of them.

In order to respond to a wide variety of individual career goals, and to accommodate the reality of rapid and continuing changes in the world of work, the UWW offers its B.A. degree with depth areas (called Areas of Concentration to distinguish them from the regular pre-designed majors offered by the college) in a broad array of fields.[7.] These Concentrations are individualized as to both content and methods of learning.[8.] Degree requirements are stated in terms of desired "balances" and overall minimum numbers of credits.[9.] A minimum of 128 semester credits is required for the B.A., with a minimum of 30 credits in the Area of Concentration (depth) and a minimum of 43 credits (1/3) in Liberal Studies (breadth). Each degree program must be balanced in terms of breadth and depth, theory and practice, and the use of a mix of learning resources. Within these broad but explicit parameters, total individualization can take place. This approach takes into account the infinite mix of experiences, competencies, backgrounds, and goals which adult students bring to the program. It also moves the program's faculty to think about "competency outcomes" and definitions of educatedness, as opposed to concentrating either solely on "time spent/credits accumulated outcomes" or curricular "content area inputs," as the criteria for the award of the degree.

In recognition of the "unfinished business" motivation, UWW helps to move adult students along to completion as quickly as is academically and financially feasible. To accomplish this end, enrollment is monthly and schedules are flexible within 16 week semester (Learning Segment) parameters. The use of courses at many convenient, accredited colleges and universities, as well as theoretical independent studies and experiential independent field projects, expands the options within which adult students can manage time, along with maintaining family, community and work responsibilities. The Advanced Standing Credit Proposal process, whereby students can gain academic credit for prior non-college learning, is an important innovation, which recognizes competencies already acquired and shortens the time required to complete a degree program.[10.]

The value of the credential and the resultant feelings of inadequacy often brought on by not having a degree in a credential-oriented culture are recognized from the first conversation with the Admissions Coordinator and throughout the relationship with the program. Efforts are made to build each student's self-esteem and to identify and express value for experiences and competencies. Too often, degreeless adults have felt put down and inadequate due to their lack of the credential.

The motivation to gain re-orientation and re-direction is reinforced continually by the explicitness of the planning process in UWW. Beginning with the admissions process, the application asks for, among other things, written essays on "Where have you been?", Where are you now?", and "Where are you going?". Each learning contract, written for each learning experience each semester, must state long and short range goals. Individual advisement sessions with the faculty advisor concentrate on careful planning of learning experiences and degree programs. Advisors continually raise issues of re-orientation and re-direction. Changes in degree plans and amendments to learning contracts are encouraged, as new learning experiences open up new opportunities and perspectives. Change is viewed as normal and desirable. Plans are not locked in. But explicitness and consciousness of the forces producing these changes are continuously examined and articulated. "Why?" is the key question. "What?" follows that; and then "How?". Indeed, "a planning curriculum" is implicit throughout the UWW process.

Because people learn best what they are interested in, it is important to present a wide array of options so students may begin where they are and move slowly toward new ground. People are so accustomed to being told "no" by institutions and being given a prescribed set of courses to take without regard to who they are and what they have done in their lives that our students often begin the program by asking permission of program staff and faculty (not a very adult-like habit). "Can I really do..?"is a universal question asked by students during the early stages of the UWW

process. At some point (the earlier the better), our adult students begin to believe and trust that we mean it when we say, "You propose what you want to study and do and why, and we will respond to your proposals. What makes sense will probably be O.K. We are here to support your learning interests and career goals, not to play parent and give you permission to 'take a giant step.'" Re-orientation and re-direction for adults depends largely on persons being able to freely sample widely and to base their new decisions on current experiences, pursuing valued interests in an individualized manner.

Personal growth needs motivate some adult students to re-enter college. Colleges often write about personal growth in their catalogues, but also assume that growth will be by-product or the curriculum and of the residential life style of the campus. The conventional college model is to provide for personal growth in the non-classroom aspects of the college -- dorm life, student services, campus organizations, athletic programs, etc. Since these experiences are not accessible to the working, family-responsible adult, other means must be found to meet these personal growth needs, consistent with adult life styles. In addition, the personal growth needs confronting adults are wide and varied and are unique to each individual. For a forty-five year old woman experiencing a divorce after twenty-five years of marriage, personal growth can mean taking charge of her check book for the first time. For a fifty year old man anticipating changing jobs, personal growth may mean risking his ego in a job interview. For a twenty-six year old woman, personal growth may mean overcoming the aftermath of deciding to have an abortion. For adults, personal growth often revolves around developing the ability to take risks, to try new things, to cope with new problems, and to find one's self able and competent.

In UWW, the faculty advisor/student one-to-one relationship is viewed as the central core of the program design and provides students with opportunities to work through these personal growth areas with supportive persons who function as friends and mentors.

The admissions application asks candidates for admissions to comments on their perceptions of themselves in terms of 16 personal characteristics.[11.] Personal assessment is of concern from the outset. The desired outcomes for the B.A. degree through UWW state "personal growth and development" as an objective. The Degree Review process includes opportunities for each student to address the area of personal growth as he/she experienced it in the program. This may be done orally, in written form, or in other media. From beginning to end, the program keeps personal growth and affective learning on the agenda and in a central place in the UWW experience.

Needs for intellectual stimulation and challenge are met primarily through the content of courses, independent study, and independent field projects. Since the UWW student may take courses at a variety of colleges and at a variety of levels, each person's level of sophistication in each subject matter area is likely to be accommodated.

One of the significant dimensions of intellectual stimulation in UWW is the non-competetive aspect of the program. Since each student's program is individualized, each person competes only with him or herself. There are no curves, averages, GPA's, etc. to contend with. The result is that 1) adult students often demand more of themselves than others would demand of them; and 2) the desire for high grades, the satisfaction of intellectual rigor and stimulation are differentiated in the selection of learning experiences. Although both conventional letter grades and pass/fail systems are used, the student is graded primarily in terms of the quality of what has been learned when compared with the original goals set forth in the learning contract, and not in comparison to other students. Resource Persons and Instructors often have had experiences with other undergraduates to use as a context for evaluation. It is not uncommon for UWW students to take graduate courses nor for

Resource Persons to comment that these students' independent work and research is on a par with graduate level work. Often, it is simply a matter of life's circumstances that these students do not already hold a BA degree, not a measure of their intellect, mastery, or general competence. Since UWW chooses to admit students with a wide range of intellectual competencies and academic backgrounds, the program design utilizes course work in a variety of institutions. While a student may be taking graduate-level courses in some subjects, he or she may be utilizing community college courses and baskc skills labs in others. Intellectual stimulation and challenge can be found at all levels. Once again, individualization permits appropriate responses at a variety of intellectual levels.

As for the motivation that says, "it's time to enroll," we have taken that quite literally. Most of us know that we rarely make a significant investment in some activity because someone else told us that we ought to. In fact, adulthood is often experienced as a time when we do those things we ourselves choose to do. If we have delayed our own gratification, such as returning to school for a degree, for a number of years because of other priorities, when we finally decide "it is time to enroll," we adults move rapidly.

Our experience in UWW indicates that, on the average, it takes a year to a year and a half from the time of inquiry to the completion of an application. This pattern has implications for recruitment, enrollment projections, application procedures, follow-up, and financing of the program. In recognition of the difficulty people have in making the commitments (time, money, energy, etc.) to see a degree program through to completion and in order to build self-confidence to return to college, we designed a pre-entry exploratory time called Project Transition.[12.] In this four-month, six-credit sequence, adults contemplating enrolling as degree candidates meet in a small seminar group and engage in individual career/life-planning activities.

In contrast to the motivations for returning to school, the fears of returning to college cannot be overestimated. These fears often prevent adults from "taking the big step" for years.

At the same time, when an adult student is ready, he or she is really ready and wants to move before the nerve disappears or something else happens in their life to delay the re-entry. In recognizing this, UWW registers and enrolls students nine times each year (on the first Friday of each month, except May, August and December). Each person's semester lasts 16 weeks from the date of enrollment and the student may select that month which best suits his/her personal and financial requirements. In this way, the college takes full advantage of the twelve-month calendar.

It is not long after initiating a program designed to serve adults that colleges learn of these variables in the motivations of returning adult students. The procedures and processes of admissions must be carefully thought through in order to account for these realities. Program designs are best when they offer flexibility in meeting these varied needs. It is our conviction that no one design will be able to serve everyone. But the most flexible design will be able to accommodate the widest array of adult students. Here, again, balance is a key word. In this instance, it is the balance between presenting too many options and purposeful individualization. Standards and requirements, therefore, are best placed within the learning processes and procedures of adult programs in order to pay attention to adult development and learning patterns. Requirements which only refer to curriculum content or input dimensions of adult programs are not sufficient and will not respond uniformally to all adult's developmental needs. This concept is important in the evaluation and accreditation of programs for adults. We are accustomed to evaluation

criteria which speak to curriculum inputs rather than to learning outcomes. New and appropriate evaluation designs for adult programs must seek ways to judge quality in terms of processes and developmental needs, if they are to be effective.

The varied motivations and needs of adults should inform our program designs. In this way, we can best meet the needs of the learner. Programs which serve adults may, indeed, be inconvenient, for institutions, faculty and other college personnel. Adults go to school at odd times and at odd places. They want our attention and support after regular work hours. This means that we must be willing to work late into the evening and often on week-ends. Adults have to cope with personal tragedies and crises, such as death, illness, bankruptcy, moving, divorce, depression, parent-child problems, and the like. We must help adult students grasp the moments of availability when they arise and see them through periods of difficulty. Our flexibility and our compassion as peers are important to this process. Evaluating programs for adults in these terms will lead to increased quality, higher standards and integrity for our non-traditional efforts.

EXIT: THE END AS A DIRECTIONAL SIGNAL FOR THE BEGINNING

I have been impressed, throughout the eight years during which I have been Director of the University Without Walls Program at Loretto Heights College, with the comments made by our adult graduates at the end of their B.A. degree programs, their graduations, their Degree Review Sessions. These sessions are the last of four points in the program in which the entire degree is reviewed and approved.[13.] It is intended to be more celebrative in nature than evaluative. The degree candidate is in charge of the session. At each Degree Review session the Faculty Advisor, the Program Director or other program administrator, and key Resource Persons (Instructors) who participated in the student's program must be present. Often husbands, wives, parents, children, and/or friends attend. A variety of materials are presented

Most of the almost 400 graduates have been very enthusiastic about their UWW experience. They speak in intense, sincere, articulate, and often emotional ways about the meaning of their UWW experience. I am then prone to smile with pride and say, "When the person and the program meet up at the very right moment in time, the qualitative differences we seem to make in persons' lives are significant." These celebrations confirm for me that "we mattered" and that all the paperwork was worthwhile. They also re-affirm my belief that, in the words of Hillel, "to save a single life is as if to have saved the whole world." These instances most often occur with our female students in their 30's, 40's, and 50's. Less often they have occured with our male graduates in these same age groups. But when the men talk about the personal significance of their UWW experience, they are persons who are making significant shifts in their personal lives and career directions. It is in these personally significant Degree Reviews that I consider our program to have been most effective and to have had the greatest impact. In these instances we have facilitated not only the gaining of new knowledge and skills and delivered the credential (the degree), but we have supported a developmental transition and helped to add a dimension of new meaning and quality to a person's life.

A second group of Degree Review experiences are those that reveal that a balanced, solid, intellectually defensible baccalaureate degree program has been completed. The candidate for graduation quickly reviews the degree summary, displays his or her portfolio, reports on the Major Work, and does an adequate job of describing a satisfactory B.A. program. But there is no power, no spark, no excitement. Both relief and pride are expressed at being finished. These programs seem more instrumental in nature. A specific purpose has been served. But the quality of personal impact is missing. Often these are the experiences with our graduates in their late twenties and many of the men in their early thirties. These graduates seem to be finishing up an incompleted task, but do not seem to have changed internally because of it. For me, that's O.K.. The degree program will stand up to the next accreditation visit, but it's conventional. No kick. No mission. No impact. We recognize that a goal has been achieved, but a transformational change has not taken place. Perhaps these graduates are in the "developmental phase" years and not "transition" years, in Levinson's terms.[14] Or, in Loevinger's ego development schema,[15] these persons may have reached the Conscientious stage, but are not yet at the Individualistic stage.

A third set of graduates -- those I agonize over -- represent a group who neither understood nor valued the breadth and depth balance in the degree design, which is expressed as the Liberal Studies/Area of Concentration B.A. concept, nor valued the one-to-one faculty advisor/student relationship, nor appreciated the individualized processes, nor savored the wide variety of on- and off-campus learning resources which they encountered and used. They seem to have been "doing somebody else's thing" -- their employer's, their mother's, their wife's, their parole officer's -- but not their own. We fought with them all the way. We had "communications problems." We felt manipulated and conned, and came out feeling drained. We lost. My secret hope, in these instances, is that no one ever asks us for these transcripts or for letters of recommendation. These graduates gained a "certificate of attendance," chalked up

128 credits -- but nothing much happened in their heads or in their lives. My stomach aches at these Degree Reviews. Too often these graduates have been members of ethnic minority groups or ex-offenders. Sometimes they have been women in their 50's, who believe that their "time is running out" and that they were really "educated" before they enrolled in UWW. Sometimes they have been adept businessmen, manipulating the college system as they have the commercial world. Sometimes they have been angry young adults in their mid 20's, whose consciousness is still that of the flower children and of the Vietnam holocaust. We had something that they wanted -- the degree. And their method of getting it was to pay their money and wrest it away from us. I close their files with a sense of failure for not having dented their defensiveness. Fortunately, they represent a small number of our graduates and do not dominate most adult degree programs.

What do these three kinds of exit or graudation experiences tell us? I believe that they instruct us in a number of ways. But in order to learn from these patterns, a number of cautions should be cited. First, we must be aware of our own learning styles, values, developmental stages and ego levels in order not to confuse our personal perspectives with the goals of the program and the objectives of the students. Second, as program designers, administrators and faculty, we must be keen diagnosticians and must utilize the research literature in order to gain insight into our students, at the same time guarding against destructive and limiting labelling. Third, although we need to have research attitudes, we must be careful not to view our students solely as subjects of our inquiries, rather than unique human beings whose needs are to be served. Fourth, we must recognize that motivations for credentials and new knowledge and skills are real and worthwhile; and although we might like to make qualitative impacts in the lives of our adult students, it might not always be possible to do so. Many kinds of students are worthy of our services. We must decide if we intend to serve a variety of needs or just a few. Fifth, we must become sophisticated enough

to recognize manipulation and con games when we experience them. We must not permit our liberal do-gooder instincts to obscure reality. We must learn to say "no" and to suffer the abuse of being viewed as "just like all the rest of the Establishment." If we learn to know the differences between our own prejudices and those real injustices in the society, we might be able to reduce our defensiveness and not be prone to accept guilt or blame for conditions over which we have no control.

Finally, we must continue to be willing to take some risks and meet people where they are, in hopes that they may learn new ways of perceiving the world as they experience us and our programs as trustworthy. Every college has a percentage of graduates who do not measure up to its ideals of academic quality or personal integrity. We must keep our own sense of failure in these areas in perspective and not retreat into elitist positions of only accepting and working with "the best and the brightest."

Careful reflections at the time of awarding the degree can give us important insights into our program designs and intentions. These occasions are ripe for a host of analyses. If experienced individually and personally, as occurs in UWW, they provide rich opportunities for self-evaluation and feedback. They may, indeed, be our own "teachable moments" as we learn and improve in our roles as adult educators and program designers.

ACADEMICS: GUIDELINES FOR CURRICULUM CONTENT APPROPRIATE FOR ADULT LEARNERS

In UWW, over the past eight years, we have found certain patterns to be true in regard to structuring curriculum sequences appropriate for older adult learners. Since these patterns are often different from and perhaps even opposite from the ways in which colleges have been designed for younger adults just completing high school, it is important to call attention to them.

Older adults, by the very definition of their ages and having lived longer, exceed their younger student counterparts in quantity and quality of life experience. While 18 to 22 year olds in an affluent society are often the products of twelve years of intense schooling and are "rich in theory" and "poor in experience", older adults present a contrasting picture. They are often "experience rich" and "theory poor." That is, life has taught them much in the "school of hard knocks." They have solved difficult human, psychological and management problems as parents and family members. They have often been involved in complex organizational and social issues as community volunteers, church members, and political workers. They have met significant challenges and demands as employees and workers. They often know what to do and how, but are less able to articulate why their solutions work.

Consequently, programs for adults must insure a balance of both theoretical knowledge and practical skills. A number of methods of learning provide opportunities for theoretical study. Adults will often wish to take seminars in order to engage in discussion and exchange ideas with others. They do independent study and reading in order to become familiar with the literature of various fields while gaining independence in scheduling and time use. They take courses in colleges in order to hear lectures from experts in their fields and measure their own expertise against the

the material and the instructor's knowledge. They take lessons in the arts or complete tutorials with well-known persons in order to capture the very best learning experience; with accomplished professionals. More then 50% of the credits sponsored within the UWW program have been granted through those methods of learning classified as "theoretical," that is, seminars, courses, independent studies or tutorials. The "experiential" methods of learning, primarily independent field projects related to internship, volunteer service, and employment account for the remainder. It is interesting to note that "experience rich" adults seem to seek out the theoretical and rather conventional ways of learning, while younger "experience poor" college students have needs for more experienced-based field projects.

By contrast, most of the credit awarded in the Advanced Standing Credit Evaluation process comes from experiential learning, related to prior on-the-job experience and volunteer service. A lesser amount of Advanced Standing credit is proposed which is based on non-accredited theoretical training programs or non-credit courses.

Transfer credit from other accredited colleges which is classified as "theoretical learning" accounts for about one to two years of an average UWW student's degree program. Three types of credit -- transfer, advanced standing credit for prior non-college learning, and UWW-sponsored credit -- make up the total 128 credit (or more) B.A. degree program in UWW. Many times, the credits needed by a returning adult student will be completed in theoretical study, given the experiential richness of adult life. Adult program resource systems should account for these phenomena.

Another observable difference from conventional college sequences is the liberal arts/ major baccalaureate design. Customarily, we expose young adults to the liberal arts through various core courses. We also hope that these somewhat superficial exposures to a variety of fields of study will aid them in selecting a major. The broader end of of the funnel typically narrows into increasing specialization in the junior year.

We frequently encounter two different types of adult students in UWW. First, there is the person (often female) who had attended college a number of years ago, completed one to two years of liberal studies, had some idea or even a beginning of a major, dropped out to marry and raise a family, and is now returning to begin a new Area of Concentration for career re-entry purposes. This student will probably spend most of her time in UWW choosing and implementing her depth Area of Concentration. On paper, she looks a lot like the younger adult in the junior year of college.

The second type of returning adult student (often male) has been employed in his depth Area of Concentration, and may not have broadened his interests in other fields of study in many years. This person will need to concentrate on the theoretical aspects of his or her own field, but also add the liberal arts component to the degree program. In this instance, we will be designing an "upside-down degree", that is, specialization has already taken place and there is a need for more general education before a B.A. can be completed.

In any event, core requirements, designed for post-adolescents are neither relevant nor useful for adult degree programs. Instead, we need to work carefully to design appropriate "liberal studies" format for adults, which are neither frivolous nor irrelevant and which recognize the nature of adults' needs as well as the values of our institutions. For example, examinations of adult transitions, values, and ethical issues, social trends, and future technology are often relevant and interesting liberal studies for adults. Basic academic survey courses may not be appropriate. In UWW, our Project Transition design is an effort in this direction.

Adults often think that they know their own "learning styles." That is, they may be aware that they learn best by doing and then generalizing or abstracting; or they may learn best from lectures, films, and reading followed by discussion. Whatever the cognitive self-image of the student, it is important to pay attention to these insights.

Just as with younger learners, adults must first use those styles or media with which they are comfortable and which they believe best help them to learn. This means that adults must start with what is familiar. The fear of failure is great, and new learning environments impose great ego risks. It is not comfortable for adults to fail in the full public view of others, especially in the company of teachers and advisors who may be younger than they are. So, while we support what adult students can do well, we as educators must also find ways of supporting persons to take risks in new situations. This is the way self-esteem, confidence, and feelings of competence are built.

In UWW, we often refer to the development of these skills as "resourcing." Resourcing involves investigating many college catalogues for just the right course. It means calling up experts who may serve as Resource Persons, meeting them, and asking them to serve as one's instructor in an independent study. Resourcing means approaching an agency or employer with a proposal for an internship or a research project, which may have benefit for the organization as well as for the student. These activities require self-confidence and courage. They are frightening. They require the risk of self and they may meet with refusal or failure. In the UWW program, the Faculty Advisor and Coordinator of Learning Resources are available to support and encourage these new resourcing activities. As the student gains skills in resourcing, self-esteem and feelings of competence rise. An active citizen begins to emerge as passivity decreases.

Also, the adult sees him or herself as a consumer. It is important for the consumer to buy the very best product that he or she can afford. College is expensive. Adult students cannot afford to waste time or money. By providing access to learning resources both on and off one's own campus, we can insure that the student has access to the broadest array of learning resources available. We as an institution can also be

selective and get the very best instruction for our students. Not all the brilliant teachers in the community are located on our campuses, although many may be. Selecting the very best expert to guide a research project, supervise an independent study, teach a course by lecture, or lead a seminar discussion can be one of the most valuable learning skills we can help our students acquire. The result is often a confident, self-assertive adult who sees the community and the world as capable of being approached. This reduces feelings of alienation and impotence and moves persons into positions to be better able to get what they need, as well as give of themselves.

In sum, learning experiences and curriculum must provide for different learning styles. They must provide sufficient opportunities for theory and experience, as well as for reflection and action. Because adult students come to us with unique combinations of background, the program design and UWW Faculty Advisor are able to individually accommodate these needs. And, since competition is basically with oneself, a non-competitive base is laid for the selection and attainment of quality.

A special word should be said here about faculty. It is very important for faculty who instruct adult students to be aware of the inappropriateness of the "teacher as father" model. That is, a "one down" view of the student as learner and the faculty member as seer is likely to turn off, insult, and infantalize the adult student. Adults are accustomed to making their own decisions and to being responsible for the consequences of their actions. Faculty members who treat adult students like children, or worse yet, like stupid children, will not be appropriate for adult programs.

An ideal situation would be to provide faculty members and resource persons, who work with and teach adults, with training in adult development theory and adult learning needs. Exposure to various studies and literature on life stages, ego development,

and learning theory would aid faculty members to be more sensitive and responsive to the adult returning to college. There are seeds here for powerful faculty development efforts, which have promise , not only to facilitate faculty professional growth, but also to enhance the personal growth and development of faculty.

Further, the utilization of material, which flows from practical life situations, in a variety of courses and studies will best insure that the adult student will take these studies seriously. The word "relevance" is particularly important in this regard. It is one thing to pose theoretical questions to the young student who may lack experience, but a faculty member will soon lose credibility with the adult student whose experience base indicates that things are different from what the instructor has portrayed. In this sense, adults may be more challenging to teach. We in universities can't get away with too much. Old graduate school lecture notes simply will not do. After all, we are, indeed, teaching our own peers and not our children. There is no more demanding audience.

Although it seems so basic, it should be mentioned here again that the very time schedule and location of courses will regulate the use of them by adults. Informal, inviting physical environments are preferable to formal, school-like environments. Convenience of place and time become primary criteria for adults in their selection of programs and institutions. Although these variables are basic, they are nevertheless essential to consider in program design, if it is to be successful for adult learners.

WOMEN: SOME SPECIAL NEEDS AND CONSIDERATIONS

In the 1977-78 academic year, 92% of the enrollment increases in community colleges, four year colleges, and universities were attributed to women. Most of these women students were in the "non-traditional" adult age groups, beyond the age of 22. It would seem unwise, then, not to consider the special needs of women when discussing educational programs for adults. Informal reports from colleagues in other adult programs testify to the fact that their student populations are usually from 60% to 80% female. Program design for adults in colleges, therefore, substantially means program design for female adults. And, since much of the research and literature on adult development and adult learning has been conducted with predominatly male populations, one must monitor the conclusions reached by these studies when applying their results to women.

First, we must recognize the major impact that the women's movement has had on the life styles and patterns of women's lives over the past ten years. This impact is significant for all of us. Although, in the late sixties and early seventies this movement may have been viewed as "fringy" and somewhat radical in its goals and strategies, no one can doubt that as the seventies draw to a close, almost every American family will have been touched by the issues raised. Most notable among these issues are those having to do with changing women's roles and the resulting "juggling acts" and variations in sequence of marriage, motherhood, education, work, and singlehood, which women of all ages and socio-economic groups now experience.

The second reality influencing our life styles, and which impacts on women in particular ways, is the fact of inflation in the context of affluence. Few

middle-class American families can "make it", at present, with only one person in the family employed. For reasons which are primarily economic and value-linked, women are entering and re-entering the work force in unprecedented numbers. Some interesting data [illegible], as follows:[16.]

- More than 40% of the work force is female.
- 50% to 60% of all women in the work force are married, not welfare recipients or single heads of households.
- More than 50% of all women are now employed; 72% are full-time.
- Less that 15% of American families are "typical nuclear families", with one male breadwinner providing for female and minor dependents.

Looking at these data, some overall trends are obvious:

- In the future, increasing numbers of women will simultaneously carry on roles of wife, mother, and worker.
- Working women will desire and need increased amounts of training and education as they progress up the career ladders and salary scales.
- Employment adds to women's responsibilities and does not diminish their roles as wives and mothers. Time, resource, and energy management skills are, therefore, essential.
- Women returning to the work force, after some years of childrearing, will be significantly "behind" men in their career development patterns. Women between the ages of 35 and 45 returning to work may exhibit patterns of adult development and career maturity which are typically observable in men between 25 and 35.
- Most women will, in the course of their lifetimes, be alone for some time and will need to rely on their own resources for basic

survival. Whether due to delayed marriage, choices to remain single, separation, divorce, or the earlier death of the spouse, most women will be required to provide for their own economic and psychological independence at a variety of points in their lives. In reality, women no longer make role choices, they only make choices in the particular sequence of their many roles.

College education for women, therefore, is neither frivolous nor superficial. It is not primarily a matter of "self-fulfillment" or "filling in time" in self-indulgent ways. It is the serious business of survival.

In spite of these data and fast moving trends, role definitions and socialization patterns define women primarily as nurturers and responders to the needs of others. Self-assertion does not come easily for most women. And meeting one's own needs is still largely viewed as selfish and unfeminine.

Women's socialization in this culture has resulted in producing the following female value norms:

- Collaborativeness, not competetiveness.
- Partnering, not individual achievement.
- Helping others, not working for one's own good.
- Relationship orientation, not title-bound hierarchiacal orientation.
- Practical skills, not theoretical knowledge.
- Money conserving, not money using.
- Selflessness, not self-orientation

- Qualitative orientation, not quantitative orientation.
- Process orientation and expressive in style, not product instrumental orientation and objective in style.

In examining this list, some can see the "double edged sword" type of bind many women are caught in. While the culture, still male-dominated, professes support for the second set of values, women are socialized in opposite ways. Indeed, even those ego development scales and moral development scales[17] to which we refer as "adult" development scales, imply a hierarchy of development which defines the most developed or mature person as autonomous, independent, and free of the constraints of others' definitions of the self.

Since colleges and universities are no less free from these larger cultural norms than are any of our other institutions, it becomes important to examine our institutional objectives in terms of their relevance to women. Some challenging questions can be posed in thinking about the new opportunities offered to us as we design educational programs for adults and, at the same time, begin to define those attitudes, skills, and values which appear to be needed for cultural survival and for the improvement of our "quality of life" in the future. Ironically, many of the characteristics now attributed to women and considered feminine are those very characteristics which are often identified as being necessary for our future survival as a people. A "conflict of values" is surely apparent; and ambivilance and confusion in our personal lives and institutions appear rampant.

Some of the questions which need to be posed by institutions and persons designing programs for adults (the majority of whom are women) are:

- Do women have to become like men in order to succeed in academe and the work world?

- Can the presence of women change our institutions and work places for the better?
- How can colleges help women gain the skills and self-confidence to alter our institutional management systems and humanize the world of work?
- How can colleges identify, value, and credit the skills and knowledge that women have gained through non-classroom and non-traditional learning?
- How can women be prepared for leadership roles as opposed to subservient assisting roles?
- Where are the role models for women in higher education? Who are the Department Chairpersons? Who are the Project Directors? Who are the Deans? Who are the Presidents? Where does the power reside? Who are the faculty members in adult programs? And how do needs for role models and mentors for women impact on our program designs and staffing patterns?

And, finally, we now recognize a need to engage in serious research to explore the adult development theories as they relate to women. Assumptions made about women's transitions, ego development, moral development and developmental phases and stages which are based on studies of men simply will not do. Higher education programs designed to serve adults offer potentially rich reservoirs of knowledge and insight. And, as we proceed to discover "what is?", given our particular culture and time in history, we should not forget to ask, "What might be?" For the "quality of life" issues, which promise to dominate our thinking over the next twenty years to the year 2000 A.D., seem inextricably bound up

with many of those values and characteristics we now attribute to women and to their socialization. In our quest for equity, we need to take care not to "throw the baby out with the bath water" and thereby lose the precious and vital dimension of our culture -- that which is typically seen as "feminine".

ONE CASE EXAMPLE: A "TYPICAL" ADULT LEARNER

The average UWW student at Loretto Heights College is 35 years old, white, Anglo, and female. She has 2.6 children and 1.7 years of college, which took place 10 to 15 years ago. Her children are in school all day, heading into the teen-age years. She is experiencing a marital crisis, even considering divorce or separation. She has few marketable skills and must consider how to re-enter the job market.

She is at the end of the "Catch 30's", and moving into the "Deadline Decade" of the 40's (as Sheehy would call it). She is experiencing a new level of need for intimacy with others and has felt increasingly isolated as her children have grown up and her husband has become more distant and interested in his career.

Her middle income status is comfortable, but not luxurious, and inflation is eating away at the family's standard of living. She exhibits anxiety as she anticipates higher college costs for her children over the next five to ten years. It is becoming economically important for her to work to simply maintain the family's lifestyle.

As a woman, she identifies with the issues of the women's movement, but not with the political strategies. She does, however, gain support for her newly emerging needs for independence from the movement and the press. This causes her to feel less alone about her needs to achieve for herself, but creates guilt and conflict within her family, especially in regard to her husband.

She remembers herself as a "good, solid B student" in college, but never felt confident to excell in a co-ed, male-dominated college environment. She doubts

her ability now to keep up with younger students, to read difficult text books, to write papers, and to express herself in class. She fears the possibility of failure. And, although she has chaired studies for the League of Women Voters, organized PTA events, sung in the church choir, and volunteered at the local hospital, she doubts her ability to succeed as a student. She also has shifted from her earlier art and music interests to "wanting to work with people" in a counseling capacity. Her own recent personal experience with counseling and the resulting new growth she has experienced has convinced her that there are many other persons with unmet needs. She perceives herself to be a good listener and a sensitive person who "has been through it all" herself. She is aware, however, of a tough job market and knows that she needs to know more about counseling and psychological theory in order to become a competent professional person.

Graduate school seems like a distant dream - and an expensive one - but she needs to design her degree program in terms of that possibility, in case her B.A. just isn't sufficient to move her into professional status.

Yes, she wants the degree and a new career. But she is also interested in her own personal growth, in new intellectual challenges, in finishing the "unfinished business" she started before she was a wife and mother, in gaining new directions for her life, and in meeting people.

She has heard about UWW's flexible adult program, but is skeptical that a college would ever give her academic credit for her years of volunteer work and learning. Simple things like how, where and when she will study worry her, given her small home and busy family. She has no money of her own, is probably not eligible for

financial aid because of her husband's income, and is intimidated by the financial aid forms and the possibility of taking out a loan without any credit base or probable employability in the near future.

She needs someone to talk to "right away" -- before she loses her nerve. She has thought about returning to college for more than five years and now is the time. She requested program literature nine months ago, but just could not deal with the probing questions on the application. Recently, she took a "New Directions for Women" class at the local community college and began to enjoy her student role again.

When she attended the UWW Pre-Admissions Workshop, there were twelve people there. Seven were Anglo women between the ages of 25 and 55. Two were black men, around 33. Two were young Anglo men, bearded and wearing jeans, about 26. And one was a Chicano woman, about 44, divorced, working in a government agency and talkative about her need for finishing a degree quickly. About half the group was employed full-time, a quarter of the group had part-time jobs, and another quarter were not employed. Three were single. Four were married. And five were divorced, separated or widowed. Most of the people in the group had just experienced a transition or crisis within the past two years. A few were anticipating changes that would take place in their lives very soon. The men seemed to be in a more stable place than the women.

It was comforting to hear others ask some of the questions that were on her mind. They, too, were confused by the academic vocabulary, overwhelmed by the cost and intimidated by the application requesting an autobiography and a tentative degree plan. But it was good to feel that she was not alone. The intellectual challenge of the conversation and the enthusiasm of the workshop leader were contagious and invigorating.

With a mixture of fear, excitement, anxiety, and eager anticipation, she was moving toward a decision to apply. She had to begin somewhere -- and she did not want a large, impersonal environment designed for young people who were closer to her own children's ages than to hers. She needed support and encouragement and a feeling that her life and her needs really mattered.

Was this the right place? Was this the right time? Was this the right program?

Giving herself permission, she moved ahead. And that first step felt good and adult and confirming. She first decided to enroll as a Special Student, for four months, in UWW's Project Transition. If this worked out well, she intended to complete the application to the UWW/B.A. program and get her degree.

Project Transition would give her four months in which to deal with the logistics of returning to school. Which hours did she need to be home? For how many credits should she register? Where would she study? What did she want to study? And how was she going to pay for it all?

She had taken the first big step. She had begun to take control of her own future. Although some aspects of her life were ending, it seemed clear that she was making new beginnings...transitioning...moving...into a new space. She had already begun to learn new questions. Soon there would be new answers. She felt good and renewed. She had something to look forward to.

UWW PROJECT TRANSITION: AN EXAMPLE OF A SPECIAL PROJECT DESIGNED TO MEET THE NEEDS OF ADULTS RE-ENTERING COLLEGE

In the course of implementing the UWW/B.A. program between 1971 and 1976, it became apparent that a number of persons experienced great difficulty in deciding whether or not to return to college at a particular time in their lives. For others, having made the decision to return to college to acquire a baccalaureate degree, it was often confusing to determine which institutions and which program was best suited to their particular individual's needs, resources, and goals. And, for still others, having made the decision to apply to UWW, it was difficult to deal with the procedures required by the UWW application process, to apply for financial aid, and to select an appropriate Area of Concentration and career path.

Our UWW data told us that although we received about 1000 inquiries annually, we typically enrolled only one out of ten of these persons in the program and, therefore, served about 100 new adult students each year. Where did the others go? What frightened them away? What caused their delay and apprehension? How could we identify and reduce those factors which tended to inhibit their return to college? How could we assist them in applying to our program?

In addition, we began to wonder if there might be groups of persons employed together who were potential UWW students, if they only knew about the program. And, we asked, "Were there employers who were interested in encouraging their employees to continue their educations and increase their career ladder mobility, who would welcome the presence of a college program located in their own work place, visible and accessible to all?"

At the same time, we began to search seriously for the theory or theories about adult development and learning which could explain why and how our particular UWW processes and procedures worked for adults. What was there that was intrinsic in the nature of adulthood which matched our UWW approach? How could we better predict an individual's success or failure at the point of admissions, thereby reducing the agonies and difficulties which were sometimes experienced a semester down the road? And what could we learn from the research and literature which might inform our advisement and our procedures so they might better match our adult students' needs? What were the connections between the "liberal arts", within the B.A. degree design, and adult's needs? Were there ways of designing a "liberal studies" component for adult students?

These were the kinds of questions we raised as we began to develop Project Transition. We saw a need for a short term, inexpensive, convenient, personally relevant and "liberating" educational experience, prior to entry into the degree program. We viewed the project as supportive to the decision-making process about returning to college, while giving persons a relatively structured small group environment within which to taste and test the highly individualized UWW process. We wanted persons to be able to put a big toe into the water before diving in entirely. And, we wanted to test our hypotheses about those aspects of the liberal arts which we thought could be made relevant to and congruent with the needs of the adult learner.

A proposal was developed in the spring of 1977 and submitted to the Fund for the Improvement of Post-Secondary Education (FIPSE). It was funded for three years (1977-78 to 1979-80). It is this grant which has supported our research efforts in the area of adult development and learning and has linked our UWW Program at Loretto Heights College with three other projects in other parts of the country to form a Research Network.[18].

The basic design of Project Transition is built around the organization of "clusters" or small seminar groups of about ten to fifteen adult Special Students (non-degree candidates). These clusters have met both on the LHC campus and in locations in the community, offered by community organizations and agencies. The groups meet for two evening sessions each week for 16 weeks (one semester). Each session lasts about 2 hours. In addition, individual counseling appointments can be made. Six semester hours of undergraduate credit are offered at a cost to the student of $200 (which is less than 1/3 of the usual $105 per credit LHC tuition, 1978-79). The balance of the costs are supported by the grant and the college. More than one hundred adults, ranging in age from 22 to 58, have participated in the project since 1977.

Pre-admissions workshops and individual counseling appointments orient potential students to the project. Often, persons inquiring about applying to the UWW/B.A. program are adivsed to begin in Project Transition. Dozens of discussions with local industry executives and personnel training officers have been held, along with many presentations to groups of employees. Although some companies have given verbal support to the project, announced presentations and offered to supply facilities and some tuition support, relatively little enrollment has resulted from these industry-aimed efforts. There are a variety of speculations as to what this phenomenon means, although it seems too early to draw final conclusions.

The student group, then, is comprised largely of individual persons seeking some new personal and career-related directions in their lives. The group support and interaction which these students derive from Project Transition is not now

built into the basic UWW program design for all UWW students, but it appears to play a significant role in easing the transition into college for many adult learners.

The curriculum of Project Transition is based on the liberal arts assumptions that all persons need knowledge of themselves, others, values, and the political/social environment in order to function as free, learning and growing human beings. Therefore, the four seminars,one month each in length, are based in these topics: Seminar #1 is "The Psychology of Adulthood"; Seminar #2 is "Values in Human Experience"; Seminar #3 is "Perspectives on the Future"; and Seminar #4 is "Learning as Adults." The seminars are supplemented with a series of life/career planning and counseling activities. Also, some of the processes used in UWW, namely, the learning contract, learning resource indentification, the beginnings of the advanced standing proposal process, and evaluation are introduced and used within Project Transition. Readings, papers, lectures, and group discussions follow familiar academic processes and provide a four-month period for students to re-orient themselves to academe and to learn to manage their time and energies in order to complete assignments and participate in the group seminars.

In the design of Project Transition, we attempted to select learning activities which were likely to meet particular adult needs, as defined in the literature and identified through our UWW experiences. We distinguished in our own thinking between those external "marker events" and situations, which are likely to occur at some point in adulthood (such as death of a spouse, children leaving home, termination of employment, divorce, etc.), and those internal transformations, which occur largely during our transition periods and which are more closely linked to our developmental phases and transitions, our ages, and our ego development stages than to specific happenings.

One might say that although both kinds of changes are often described as "crisis", it is the internal transformational changes that are truly crises. Important external events which happen to us are often "emergencies", that is, disturbances in our environment to which we must respond. One example of an "emergency" would be if our aging mother fell down and broke a hip. A second kind of happening or external marker event might be classified as a "problem". These are important occurrances which disrupt the normal flow of daily life, but are amenable to solution by thinking through a variety of approaches and moving toward new "answers". One example of this kind of a "problem" might be the loss of one's employment. Although the issue may feel critical, it is a problem that can (and probably will) be solved.

A true crisis requires a significant change in our assumptions. A crisis may be catalyzed by an external or "marker" event, but the real work that must be done is internal and requires significant amounts of intellectual and emotional energy. Such a crisis may occur when children have grown up and left home, requiring a marital relationship to be re-defined if it is to survive. Role changes may be required; mother may consider returning to work or school; and former assumptions about daily living may undergo significant alteration.

Another example of an internal transformation, which Daniel Levinson views as age-linked in males, and which may be considered a developmental transition and produce a "crisis", is likely to occur in men in their forties. This is the period Levinson calls "Midlife Transition" and "Middle Adulthood"; Sheehy labels it "The Deadline Decade"; and Erikson describes it in terms of "Generativity vs. Stagnation". As a sense of the finiteness of life becomes apparent, these researchers tell us that we re-examine our values and goals, seeking to better

match and fit the reality of our lives with ideals, dreams, and visions we had established in our twenties and sought to achieve in our thirties. Some writers view this period as a "second adolescence", since we appear to be experiencing a "crisis of identity" once again.We ask ourselves questions about the meaning of life, how we are living it, and whether we want to make major adjustments in our life style. It feels like our "last chance". Our assumptions are shaken. Our values are in question. Our energies are turned inward toward self re-definition. This can be a time of major upheaval, transition, and crisis.

Resulting from these developmental internal transformations are definable "developmental tasks". That is, we need to "work on" certain aspects of ourselves and our lives in order to move through and out of a transition period to a new state of equilibrium freedom and match with the world.

If we see disequilibrium, change, transition, dissatisfaction, indeed, crisis as a potential "teachable moment", we can view these disturbances as positive motivators for new learning. It is this phenomenon with which Project Transition hopes to deal.

By utilizing educational institutions to support persons and help them to better understand these transitions, program designs such as Project Transition can build on and tap into adult developmental processes, thereby encouraging new adult learning. The potential power of these kinds of educational models is significant. As we better understand the phenomena of adult development, we are more likely to be able to tap into the implicit liberating curriculum enbedded in the developmental processes and to design programs which truly serve the needs of adults and significantly impact on the quality of their lives.

The following chart outlines how some of the specific activities (or curriculum) of Project Transition which are intended to respond to the needs of adult students and to aid them in accomplishing "developmental tasks", which are internally generated and are potentially transformational in nature.

CHART #1

UWW/PROJECT TRANSITION: Activities/Curriculum, Adult Developmental Needs/Tasks, and Intended Outcomes

Activities/Curriculum	Adult Developmental Needs/Tasks	Intended Outcomes
1. Seminars #1. The Psychology of Adulthood Readings: Passages, by Gail Sheehy Childhood & Society by Erik Erikson Exercises: a) Marker Event and life line drawing b) Personal life experiences found in Passages - written paper c) Learning Contract development and draft	Self-knowledge Knowledge of adult development Role clarification "Normalcy" of experienced crisis Giving self permission to learn and act on one's own behalf Identification of pattern of "turning points" Clarity about relationship of external events to internal changes Ability to invest in new relationships and be acceptable	Reduction of anxiety Recognition of "others being in same boat" Increase in self-confidence Clarity about own dilemmas Sense of control over own life Familiarity with reading, writing, discussing, and deciding sequence of academe Ability to formulate a plan for the immediate future

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CHART #1

(continued)

Activities/Curriculum	Adult Developmental Needs/Tasks	Intended Outcomes
#2. Values in Human Experience Readings: Man for Himself, by Erich Fromm A New Look at Christian Ethics, by Joseph Fletcher Exercises: a) "Lived Moment" - written description of personal moral dilemma and own solution b) Paper on values	Values re-clarification Intellectual intimacy with others Gaining perspective on relativity of morality and "oughts" and "shoulds" Determining one's own path, recognizing behavior geared to pleasing others Increasing autonomy and "adultness"	Clarity about our values and their sources Trusting own intellectual capacity Making decisions Becoming more independent Recognizing interdependence with others Gaining confidence and autonomy
#3. Perspectives on The Future Readings: Future Shock, by Alvin Toffler Small is Beautiful, by Schumaker Exercises: a) "Resourcing" in the community b) Research	Gaining new knowledge of social/political environment Developing a sense of self within history and our society Viewing life as hopeful Feeling part of a group and trusting group members	Dealing with abstract ideas and concepts Becoming interested in current events Generating new energy Learning how to get what you need in the world

CHART #1

(Continued)

Activities/Curriculum	Adult Developmental Needs/Tasks	Intended Outcomes
#4. Learning as Adults Readings: Some Educational Implications of Human Psychology, by Abraham Maslow A New Look At Lifelong Learning, by William Charland Learning With the Whole Brain, by Bob Samples Exercises: a) Learning Style Inventory, David Kolb b) Group discussion and transcripting about Project Transition experience c) Drafting resume portion of Advanced Standing Proposal d) Learning about UWW and other programs	Identifying options Realistic self-assessment Making decisions re: school, work, family Prioritizing Evaluating present resources Recognizing own learning style and coping mechanisms Valuing one's own competence and skills	Choosing college or program to enter Choosing not to return to college Preparing applications for admission and/or Financial Aid Beginning Advanced Standing proposal Time re-organization Energy and resource allocation Gaining self-confidence Increasing autonomy and independence Developing reading and writing skills

CHART #1

(Continued)

Activities/Curriculum	Adult Developmental Needs/Tasks	Intended Outcomes
2. Career/Life Planning Instruments: a) Strong-Campbell Inventory b) c) Exercises: a) Individual counseling b) Resource location activities c) Investigation of job market and careers d) Resume preparation and Advanced Standing credit proposal draft	Assessment of interests, skills, Aptitudes, Self-knowledge Career planning and direction Decision-making about future career and preparation needed Skills in identifying and communicating competencies	Decisions re: school and/or career path Appreciation of own competencies and potential Directions for future

The final session of Project Transition provides some interesting research and evaluation information. The group's discussion is recorded on an audio cassette. Five items posed in the form of "sentence completion" are:

1. "Being adult is..."
2. "What I most need to learn now is..."
3. "My expectations of Project Transition were..."
4. "What I valued in Project Transition was..."
5. "What might have been done in the Project was..."

These tapes are then typed into verbatim transcripts. A research team of project staff persons and consultants individually read the typed transcripts looking for recurrent themes. The "content analysis" research team then meets and reviews the results of their readings and analyses. These analyses are being accumulated throughout the project. The results will be viewed along with information derived from the three other FIPSE-supported adult learning projects in the network, the adult development literature and others' experiences, and will be reported at the end of the three-year period.

A second research activity is conducting and taping in-depth interviews with four participants in the project each semester.

The third research dimension is the collection and analysis of baseline data and demographic information on all the project participants. This data is common among all four FIPSE projects in the network and should provide us with a sizable sample of adult learners from which to draw some conclusions at the end of the three-year period (1980).

After one year, Project Transition had served 65 adult learners. Nine of these students have since been admitted to and enrolled in the UWW Program at Loretto

Heights College. During the second year (1978-79), a follow-up study will be conducted on the '77-'78 students to determine what they have decided about returning to college, changing careers or jobs, and other personal matters. Efforts will be made to assess the effectiveness and impact of Project Transition on these persons' lives, after the passage of some time.

It can be reported, however, that the evaluations and responses to the project by the participants have largely been very positive. Our faculty and consultants are refining the curriculum and counseling model. The Research Network is functioning as a collegial group, in spite of the geographical distance between us. The University Without Walls Admissions office now has two options to present to potential applicants; and the number of persons served by the UWW Program was increased by 65 in one year. The UWW Faculty Advisors report that students entering the UWW Program from Project Transition are very well prepared for self-directed learning.

Recruitment remains a continuing issue. The involvement of business and industry, per se, continues to require long term nurturing. More precise "market data" would be helpful.

The assumptions made in the project's design regarding meeting the developmental needs of adults seem to be holding true. The content of adults' lives and development offers a potentially powerful base for designing "liberal studies" programs for adults. By identifying and utilizing the events and transformations inherent in adulthood, academic studies can become both personally and professionally relevant. Learning is, in fact, supported and supportive. And the quality of individuals' lives appears to be enhanced.

Having completed Project Transition, the adult learner has experienced support in the decision-making process, feels less alone, is more self-confident, and is ready to move on. A new student role has been tested. UWW may now be the way to go to complete the B.A. Six credits have been transcripted. A learning contract has been completed. Arrangements for a space and time to read and study at home have been made. The family schedule has been altered to provide for time at school. For some it is now time to complete the full application to University Without Walls and become a degree candidate. Re-entry to college has been accomplished and the prospects for success seem brighter.

The transition has been bridged. For those deciding to return to college, the task now is to complete the B.A. degree and begin to behave out stated goals and objectives, laying the groundwork for a new phase of development and growth. For others, job or career change is next. For yet others, personal decisions are beginning to take shape. But for all the participants, something new has been challenged and conquered. Just how these outcomes have impacted on each participant's life is the subject of follow-up studies and future reporting.

THE UNIVERSITY WITHOUT WALLS PROGRAM:

ONE APPROACH TO DESIGNING UNDERGRADUATE DEGREE (BA) PROGRAMS FOR ADULTS

The University Without Walls Program was designed primarily to serve the needs of non-traditional adult students. Its hallmark is the individualization of each person's BA program. Its design concentrates on the processes of learning. Almost any content area can be approached through these processes, although the UWW experience at Loretto Heights College indicates that the social sciences, human services, humanities, arts, management and business fields are most often chosen by our students. BA degree requirements are specified in terms of 1) minimum credit distributions, 2) balances in the BA conceptual design, and 3) cognitive and affective outcomes or competency goals.[19] Staffing patterns provide for the re-definition of the faculty advisor as a facilitator and coordinator of degree programs and are based on a close and personal advocacy relationship with each student. Learning resources (instructors, courses, seminars, field experiences, etc.) are drawn from many institutions and from a wide variety of community resources, in addition to courses and independent studies offered by on-campus faculty. Emphasis is placed on planning, selecting the best resources, and evaluating the outcomes of learning activities. Demonstration of knowledge and competency gained is the basis of evaluation. The student is a full partner with the faculty and administration in all aspects of his or her degree program.

It was UWW's intention to design a process which could increase access to higher education and reduce many of the barriers usually encountered by adult students. Persons employed full- or part-time, with family and community responsibilities, limited financial resources, and often living at a distance from the campus

comprise the population intended to be served. UWW Special Projects have focused on special populations and needs within this adult group, such as inmates, ex-offenders, Navajo mental health workers on the reservation, ethnic minority persons, persons seeking teacher certification, and rural residents.[20] The basic program design has been adapted to accommodate special needs through these Special Projects, but the same elements and processes as the "core" UWW program can be found in each of the Special Projects.

Chart #II* outlines each of the UWW program's processes and procedures, indicating some of the adult developmental needs and tasks to which they relate. Detailed discussion of each aspect of the program is not intended here. However, one particularly powerful technique, the Advanced Standing Credit Evaluation process, will be discussed in some depth.

Advanced Standing Credit Evaluation Process: Proposing Academic Credit for Prior Non-College Learning

One of the most valuable, and often controversial, aspects of non-traditional programs for adults is that process which is intended to give recognition to learning which has taken place prior to the time a student is actively registered and enrolled in a college program. Various labels have been applied to this concept, such as, "credit for life experience", "experiential learning credit", "prior learning credit", and so on. A growing body of literature describes the issues which surround this concept and gives numerous examples of procedures which have been developed at various institutions.[21] It is not the intent of this paper to review procedural issues or to debate the academic validity of the concept of credit for prior learning. What is important to note and to share with others

* See pages 59-62.

within the context of adult development and program design, is the impact of this process on the adult learner and how it may effectively meet adults' needs.

In our program, 99% of the students enter the program with a plan to develop proposals for Advanced Standing Credit. This process is a major incentive for enrolling. Gaining such credit holds the promise of shortening the time for the completion of a degree and of saving money. These are important incentives, given adults' limited time and finaicial resources. As a recruitment incentive, the Advanced Standing process is not to be denigrated nor underestimated in importance.

From an educational point of view, the Advanced Standing process makes real one of the philosophical underpinnings of the program: namely, that it is the learning outcomes that are the most significant and the desirable ends of a degree program, as opposed to the activity inputs, which are often used as the measures of "educatedness." Carrying out this philosophy brings one quickly into a confrontation with questions about whether it is necessary to have delivered, sponsored or supervised learning for such learning to be recognized and credentialed. Put another way, we believe that the "where, when, and for how long?" aspects of learning are less significant than the resulting knowledge and competencies gained by the learner. Since we are committed to the position that it is the learner who is central to the educational process and that it is his or her own learning that must be demonstrated and evaluated by appropriate experts, documentation and academic credit for learning acquired prior to enrollment is a logical and useful process to employ.

This procedure in the University Without Walls program at Loretto Heights College is lengthy, rigorous, and complex. It requires that the student review and reflect on the past and its meaning, write a great deal, organize much material, conceptualize the relationship between activity and learning, contact many persons, and coordinate the evaluation process. The procedure often takes from six months to one year to complete. The sections of the Advanced Standing Credit Proposal are as follows:

- A total proposed B.A. Degree Plan, itemized by subject matter content, methods of learning, and source of learning, resulting in a balance between depth (Area of Concentration) and breadth (liberal learning) totalling a minimum of 128 semester credits.
- A Resume - A chronological outline of education, employment, volunteer, and personal activities relevant to the proposal.
- A detailed descriptive Narrative of each subject area being proposed for credit, including appropriate titles in terms of method and content and with emphasis on the learning (competencies, knowledge and skills) which resulted from each experience. This phase, which will eventually generate the transcript supplement or "course description", requires the clustering of similar subject matter often inherent in a variety of experiences - jobs, volunteer work, reading, etc. - and is the most challenging and fruitful part of the proposal. This is the aspect of Advanced Standing where <u>meaning</u> must be distilled from <u>experiencing</u>.
- Verifications - letters or certificates attesting to the accuracy of the reported experiences.
- Samples of materials or products resulting from the learning experiences, such as papers, reports, art work, and research.

After drafting and assembling this document, Resource Persons with expertise in each area being proposed for credit are asked to review the material and meet for an evaluation and work session. If the proposal is lengthy and for a substantial number of credits (over 20), a number of sessions may be required. The UWW Coordinator of Academic Programs and Research works closely with the Faculty Advisor and the student throughout this process and must be present for the evaluation sessions.

An oral presentation detailing item by item, is made by the student. Discussion may result in recommendations for re-organization of the material, title changes, credit changes, etc. At the completion of the process and after the credits are approved, the student writes transcript supplements (brief course description-like paragraphs) on each item approved for credit and submits them to the program to be officially recorded by the Registrar.

One of the aspects of this task which is so difficult and so critical is the conversion of activities to academically creditable learnings. This requires a significant level of abstraction and conceptualization. Many faculty members have difficulty writing behavioral objectives for their courses. Our students must do this in retrospect for the Advanced Standing process and must go a step further by converting statements of objectives to statements of demonstrable outcomes. Our position is that we are not giving credit for experience or activity alone, but for the meaning and learning outcomes of the experience. One can hold the same job for ten years and only acquire one set of learnings, repeating those learnings many times; or, one can learn many new things in a single position over a one year period.

Now, what does this process mean developmentally? Why is it that almost every graduate of the program points to the Advanced Standing process as the most valuable aspect of the program, while also acknowledging how difficult it was?

Our suspicions are that this process specifically meets some of the most significant needs of adults and helps them through their current transition to a new "fit" with the world. In a very real sense, developmental tasks, those aspects of our growth based on internal needs which require new skills in order to be addressed, are aided. Some of these adult developmental tasks and outcomes are:

- An explicit review of one's life, noticing the "marker events" and "turning points", which made significant differences in the course of events.
- Development of written and oral communications skills.
- The valuing of one's own experience, life, and learning and the affirmation of their worth by others.
- The recognition of how much one knows and how much one has done.
- The resulting self-confidence, self-esteem, and autonomy which come from completing a difficult task and being affirmed and rewarded by others.
- The identification of one's competencies and one's deficiencies.
- The development of conceptual and organizational skills.
- The development of planning and coordinating skills.
- The consciousness and explicit statement of one's goals and objectives.
- The clarification of one's values.

- A sense of identity and generativity; a sense of forward movement.
- The support of others for one's efforts, dreams and goals.
- The joy of identifying oneself as a "lifelong learner".
- Clarity about career paths, personal goals and next steps.

If quality education also involves good mental health and affective growth, this process provides enormous opportunities for both. If liberal studies have as some of their goals: critical thinking, the ability to analyze and abstract, the ability to generalize and make judgments, communication skills, self knowledge, human liberation, and the encouragement of learning throughout life - - then this process provides a wealth of liberal learning experiences for adults. If majors or Areas of Concentration are intended to provide persons with in-depth study and experience in a given field, with probable vocational objectives, then the Advanced Standing process provides outstanding opportunities to be precise about levels of competence and areas of deficiency in relation to marketable career skills.

In a host of ways, this process is rich with cognitive and affective dimensions, as well as with depth/career and breadth/liberal learning content. It serves practical needs. It is "adult" and mature in format. And, it can meet the criteria of academic quality and integrity, if carried out with rigor and care.

It is, then, no wonder that our University Without Walls students find it both frustrating and satisfying. Its successful completion marks a milestone in the degree program. It's power as a mechanism for adult growth and transition is significant.

CHART #II

THE PROCESSES OF UNIVERSITY WITHOUT WALLS PROGRAM OF LORETTO HEIGHTS COLLEGE
Their Relationship To Adult Developmental Needs and Tasks and Intended Outcomes

UWW/LHC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcome
1. Individualization of each B.A. program	Autonomy, directing one's own path, permission to be self; respect for each individual's goals; "adult" response to adult learner	Increase trust of one's own decisions; match of each program to unique background and goals of each individual; non-competitive learning; ego development support
2. One-to-One Faculty Advisor/ Student Relationship	Intimacy in an adult relationship, values clarification, opportunities; time and attention from an academic person, potential mentor relationship	Experience with a non-judgmental, supportive (non-family) adult; mentor provided; potential role-model; mutual trust
3. Degree Plans (approved at four points in the program)	Establishing priorities and own directions; giving self permission to do, with affirmation and approval from respected others; visions for the future; career directions	Planning skills, time management skills; financial/resource allocation skills; career plan and or graduate school plan; explicit statement of commitments for future and long-range goal-setting
4. Learning Contracts (written each semester for each learning experience)	Re-organization of resources and energies; goal and objective clarification; mutual commitments with others; conceptual skill development; writing competency; consciousness of own learning styles	Planning skills, directionality for purposefull action and behavior, explicitness, writing skills, conceptual skills, selection of manageable objectives and tasks within resource constraints
5. Learning Stipends (a portion of tuition requested by the student to pay for off-campus learning resources:	Experience in financial management and budgeting within constraints; consumer attitudes regarding getting "the best value" for each dollar	Budgeting skills with limited resources; getting best buy in the educational marketplace: confidence in the use of money; essential control over the purchase of one's own learning resources; trust in one's own judgment; re-affirmed by others

CHART #II

(Continued)

UWW/LHC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcome
6. Use of the entire community as a potential learning resource (courses at many colleges, resource persons as instructors, training programs, seminars, internships, etc.)	Gaining knowledge of the academic world and of world of work; identifying options; understanding community systems; new career/job opportunities and experiences; widening learning options; meeting new people	Potential job/career entry; puts student "in charge" of own choices, as a selective consumer; self-confidence in seeking what one needs; building contacts and relationships for career directions
7. Use of adjunct faculty or resource persons (instructors, college faculty or professionals, selected for their expertise).	Needs for mentors and role-models; needs for gaining new knowledge and competence; needs for widening circle of contacts	Confidence in calling upon important persons and asking for what one needs; new opportunities for mentoring and role-model selection; gaining a professional advocate; enhance respect for "successful" real life career professionals and gives insight into their careers and education; contacts for new jobs and careers.
8. Personalized evaluation: group, oral, and demonstration of competencies	Honest evaluation of achievement, affirmation by others, and self-evaluation needs for success; gaining support and mature judgment of respected others	Assessment of one's own competencies and achievements, explicitness, consiousness and awareness of cognitive and affective learning, as seen by self and others; coordinating ability
9. Transcript Supplements (course description written by the student on each learning experience each semester)	Writing skills; need for mechanism for review and statement of what has occured; documentation skills	Explicitness, consciousness of what one has done; skill in reporting on one's own behalf, to be read by others (graduate schools, employers, etc.)

CHART #II

(Continued)

UWW/LHC Process and/or Procedure	Adult Developmental Need/Task	Intended Outcome
10. Advanced Standing Credit Evaluation for assessment of non-college prior learning (written proposals and convening of evaluation committee)	Identification of worthwhile aspects of one's life which are valued by others and by an institution (in the form of academic credit); self-confidence building; practical ability to document and report about one's life; time saving; "time running out", money saving; resume development	Self assessment skills and appreciation of own competencies; skills in writing a resume in both chronological and competency terms; shorten time for degree completion; writing and oral skills; conceptual ability to convert activities to competencies and learnings; coordinating and organizing skills.
11. Pre-degree Review (session to review B.A. degree program in terms of balances, requirements, and future goals); areas analysis:	Techniques for reflection and analysis; match of personal views to "world view"; plan for the future	Critical thinking skills; written and oral communication skills; cognitive and affective growth
a) balance of theoretical and practical experiential learning	Appreciation for knowing "why" as well as "how to"	Increased career competence, vocational relevance; skills in reflection and "why"; job placement: immediate entry into labor market
b) A variety of methods of learning (courses, independent studies, field projects and special seminars)	Knowledge of own learning styles; needs for intimacy, needs for group interaction, needs for privacy	Experience with aloneness: one-to-one study, group study; learning about one's own best learning style; creating habits of life-long learning or generativity (vs. stagnation)
c) Breadth (liberal studies, minimum 43 cr.) and Depth (Area of Concentration, minimum 30 cr.)	Learning relevant to the vocational, personal, civic and leisure aspects of life; need for integration and wholeness and ego integrity	Balanced classical B.A. degree; symbolizing "the educated person", prepared for the world of work

CHART #II

(Continued)

UWW/LHC Process and/or Procedure	Adult Development Need/Task	Intended Outcomes
12. Degree Review a) Major Work b) UWW Permanent File c) Degree Summary d) Reflections (written or oral comment synthesizing all program elements, with emphasis on affective domain)	Closure; integration, celebration and ritual for "marker event"; sharing accomplishments with caring and significant others. "fit" of self with activities and world	Integration; prioritization; synthesis; skill reflection on meaning of activities; affirmation and assertion of self in presence of supportive others, self-confidence; B.A. degree completion; celebration of accomplishment of goal; projection for the future and assumption of responsibility for self-directed, life-long learning. A sense of wholeness.

CONCLUSIONS:

Twenty Organizing Principles for Program Design Rooted in the Life Stages and Learning Interests of Adults

The focus of this paper has been the adult learner. In describing some of the elements and programmatic responses of the University Without Walls Program at Loretto Heights College to the needs of adults, this writer has attempted to show the linkages between program design and the developmentally-based learning needs of adults.

The twenty Organizing Principles for Program Design presented here have emerged from examining some of the literature and research on adult development, linking theories to our program design, and extracting those principles which have become apparent from our eight-year program experience.

Although we make no claim for the universality of these Organizing Principles, we do view them as significant guidelines for designing and evaluating educational programs which intend to serve adult learners. Further, we believe that the field of adult development, as it relates to post-secondary education, is just now beginning to provide powerful clues to educators. As population data and enrollment projections continue to forecast decreases in the traditional college-age population and many institutions turn their attention to the potential of the adult learner "market", it becomes especially important to increase our understanding of adult life and learning interests. Only by doing so will we be able to develop appropriate standards by which to evaluate such programs. Only by doing so will we be able to help and train faculty to meet the needs of adults. And, only by doing so will we be able to design and implement quality programs which truly serve the needs of adults.

TWENTY ORGANIZING PRINCIPLES FOR PROGRAM DESIGN

1. Programs for adults and institutions serving adults must be enabling and flexible and provide for maximum individualization.
2. Programs for adults must have as their aims both the acquisition of new knowledge and credentials and the enhancement of the quality and meaning of life.
3. Change must be viewed as a precondition for learning. The most potent "teachable moments" for adults' learning are periods of internal transition and external "marker event" changes.
4. In addition to insights gained from the research and literature on adult development and learning, our own lives and those of our colleagues and friends hold significant implications for program design.
5. Attitudes of equality, mutuality and shared learning are necessary ingredients for successful relationships between adult program faculty, staff and students.
6. Adult program designs can and should accommodate a wide variety of motivations, adult transitions, and developmental stages.
7. Faculty and staff must be alert to persons who view institutions as objects to be manipulated and conned for their own purposes.
8. The ability to take abuse and say "no" must be developed by adult program faculty and staff.
9. Programs for adults must find a balance between only serving persons of high competence who exhibit life styles and values much like our own and continuing to take risks, believing in the human potential for change and growth through education. This balance must insure high standards of quality while guarding against elitism, and continue to provide avenues

of access for those previously disenfranchised from the benefits of higher education.

10. Because there are a variety of motivations for adults' enrollment in colleges, programs must seek to identify those motivations at the admissions level and to provide maximum flexibility and individualization in meeting the developmental and learning needs of a diversity of adult students. Some areas needing flexible approaches are: how, when, where and with whom learning may take place for it to be creditable and part of a quality degree program. Time and calendar are especially important variables in designing programs for adults.
11. Academic curriculum designs for adults must provide locations and physical environments appropriate for adults.
12. Academic curriculum designs must provide for combinations of liberal studies and majors (breadth and depth) as well as theoretical and experiential learning opportunities in varied sequences in order to meet adults' developmental needs.
13. Faculty and resources which provide instruction for adult learners must view their roles as equal and mutual, avoiding hierarchical relationships with the adult learner.
14. The changing nature of womens' lives and the high proportion of women returning to colleges in adult programs require that our program designs take care to account both for the socialization affects and the value orientations of women in order to meet the needs of women as adult students.
15. In viewing the adult development literature and the "quality of life" issues facing our society, we must be careful not to negatively reinforce those typically female characteristics and skills which have value for the entire culture, as we seek increased access and equity for women in education and in the world of work.

16. The external events and internal transformational aspects of adulthood have the potential to give us insight into the dynamics of adult development and adult learning. Educational programs which have their conceptual roots in these areas of major concern to adult students point to new directions in curriculum and program designs, which can best meet adults' needs and define appropriate liberal studies for adult learners.

17. If education is viewed as a process and is on-going throughout life, then adult program design must be process-oriented, whereby the processes utilized help adult students to learn skills which will be of value throughout life, such as: planning, coordinating, selecting, communicating, decision-making, critical thinking, value selecting, confidence and competence building, etc.

18. Curriculum and content must seek congruence between the ideals and goals of the institution and the realities of the worlds of work, family and community. Liberal learning and career preparation are mutually dependent and should meet the adult learner where he or she is, aiding in the acquisition of knowledge and skills appropriate for our fast-changing, complex contemporary society and for the future.

19. Adult degree programs built around processes which trust and rely on students to be self-directed and responsible for their own learning support growth and development and can lead to greater autonomy, competence, and maturity. A match between the program's design and adult developmental needs is essential to achieve both quality of outcomes and appropriateness of "fit" between the learner and the program.

20. Programs designed to serve adults must deal in sophisticated ways with basic developmental issues and profound philosophical issues, which

encompass the very meaning of life itself. If programs are able to seize this challenge, we have the potential of building the foundation of a true learning society. We can lay the basis for a culture which values recurrent and continuing learning throughout life as one means for enhancing the quality of life and for developing the skills necessary to cope with an uncertain, complex, and changing future. For those of us who hold strong beliefs about the power of education and learning, we can do no less.

THE CHALLENGE

One perspective on the trends of the past few decades and a projection into the future is this:

The 1960's were an era of access and choice. During this period, characterized mainly as the "civil rights era", previously disenfranchised groups of persons in our society sought access to the fruits of mainstream American life. In all arenas of domestic concern, people clamored for "a way in". Overt conflict with and challenge to our institutions created new legislation to insure the rights of access to each American. This was a time devoted to laying the legal groundwork for equality of opportunity. It was also a decade focused on quantity. The challenges were defined in terms of numbers, not necessarily of meaning.

Toward the end of the '60's, the issues catalyzed by the Vietnam War caused a major examination of our values and lifestyles. With access and choice legally protected, we questioned the meaning of that access and choice and sought to re-organize our institutions and agencies to insure equity. We also experienced major value conflicts in society. Throughout the '70's, the women's movement, the aftermath of the Vietnam war and the disillusionment of Watergate combined to give us a sense of drift.

As we enter the '80's, it appears that we are now concerned with issues of quality. Both the media and our private conversations are dominated with concerns such as: the quality of education, the quality of the environment, the quality of work, and the quality of relationships, - in short, the quality of

life. What may, on the surface, appear to be a continuance of confusion, conservatism, and pessimism seems actually to be a hopeful articulation of desired values, focusing on our concern for the meaning of our affluence, opportunity, and equality.

If we accept this analysis and if we organize ourselves to increase the quality of our lives, then the '90's may be a decade of humanism and technology. For we are beginning to get a handle on what the relationships between technological advance and humanistic values must be in order to avert society's domination by non-humanistic science and bureaucratic complexity.

The sociological pendulum continues its cyclical swings. We have conflict, legislative resolution, administrative re-organization, implementation, and new issues which cause yet another conflict. These societal stages and transitions are not unlike those we experience throughout our own individual adult lives. A developmental perspective is useful in interpreting societal changes as well as individual change.

Each decade, each transition, therefore, brings with it a sense of crisis, but also may be viewed optimistically as a period of learning opportunity. It is this optimistic view of change as learning opportunity which must dominate education. Only in this way will we be able to pursue education as an enterprise of hope, rooted in an optimism about our future as individuals and as a society.

It is my belief that the most significant and ongoing questions in life in every decade and era are and always have been:

"Who am I?"

"To what groups do I belong?", and

"How do I function?"

Self, others, and work. These are the philosophical preoccupations of human life. Each of our lives are made up of the search for the answers to these questions. The search is never-ending; and the answers keep changing, as we move through each life phase, each life stage, and each life transition.

If colleges and schools are going to be effective and successful in fulfilling their missions and in attracting and serving adults, they will have to aid young people and older adults in their searches for the answers to these questions.

To do less -- to develop purely instrumental, expedient curriculum which leads only to a certificate of attendance without providing for the processes and relationships that matter significantly -- is to miss the whole point.

We must pay attention to child growth and development, to youth seeking maturity, to adult development and adult transitions, to our own needs and those of our peers, and to the changes in the society around us. And if we can do this well, we will be living out our own rhetoric of life-long learning. We will then be able to create institutions that truly matter in peoples' lives. We will be able to impact on the quality of life in America. We will then move toward creating a true learning society, capable of coping with an uncertain and complex future, combining our humanism with our technology.

If we can learn how to do this, we will insure that the educator's role will be one of bringing a new authenticity of quality to our inherent equality, to our institutions, and to the lives of the persons we serve.

FOOTNOTES

1 Some of the ideas in this paper were part of a presentation at the 33rd National Conference of the American Association on Higher Education, held at the Conrad Hilton Hotel in Chicago, Illinois on March 20, 1978. The presentation was entitled, Life Stages and Learning Interestes. The presenters were: Carol Stoel, Program Officer, Fund for the Improvement of Post Secondary Education; Rita Weathersby, Boston Center for Religion and Psychotherapy and University of New Hampshire; Virginia Lester, President, Mary Baldwin College; and Elinor Greenberg, Director, University Without Walls and Other Special Programs, Loretto Heights College.

2 University Without Walls/Loretto Heights College-Special Projects (partial list):

- Teacher Corps Corrections/Yough Advocacy
- LEAA/Youth Advocacy
- FIPSE/Project Transition
- U.S. Public Health Service/Navajo Mental Health Project
- USOE/Special Services
- Colorado Bi-Centennial Commission/Minority Scholars Project
- Title I/Community Service/Gerontology/Communications/Planning
- Competency-Based Teacher Education
- Students-at-a-Distance Project
- 3 Credit Option

3 Sheehy, Gail. Passages. E.P. Dutton & Co., Inc. New York. 1974. 1976.

4 Loevinger, Jane. Ego Development: Conceptions and Theories. Jossey-Bass. San Francisco. 1976.

5 Kolb, David. Learning Style Inventory. McBer & Co. Boston. 1976.

6 Weathersby, Rita. A Developmental Perspective on Adults' Uses of Formal Education. Doctoral Dissertation. Harvard University, Graduate School of Education. Cambridge, Massachusetts. 1977.

7 University Without Walls/Loretto Heights College/Areas of Concentration - Examples:

- Art Education
- Early Childhood Development
- Pre-Trial Justice
- Communications
- Scandanavian Language and Literature
- Comparative Health Planning
- English/Creative Writing
- Accounting
- Art/Horsemanship
- Humanities/Music

- Psychology and Counseling
- Business Administration
- Sociology
- Human Services Administration
- English
- Theatre
- Social Sciences/Secondary Education
- Special Education

8 University Without Walls/Loretto Heights College/Methods of Learning. UWW Research Report, 1975-1976.

Theoretical		Experiential	
Regular Courses	23.4%	Independent Field Projects	36.9%
Seminar-in-the-Field	17.8%	Theoretical and Experiential	1.2 %
Independent Reading and Research	20.7%		
Total	61.9%	Total	38.1%

9 University Without Walls/Loretto Heights College/Bachelor of Arts Degree Requirements and Credit Minimums. Handbook. 1979.

Credits - Requirements

Minimum 128 semester hours
Minimum 30 consecutive final credits at UWW/LHC
Minimum 30 semester credits in depth/Area of Concentration
Minimum 43 semester credits in breadth/Liberal Studies

Competencies - Desired Outcomes

Cognitive

1. Demonstrated competence in depth/Area of Concentration
2. Demonstrated competence in breadth/areas of Liberal Studies
3. Demonstrated communication skills (oral and written)

Affective

1. Demonstrated personal growth and mature development
2. Demonstrated ability to plan, set goals, meet them, and be evaluated by others
3. Demonstrated initiative, creativity, independence and self-evaluative skills
4. Demonstrated self-directed and collaborative learning skills
5. Demonstrated service to others

Balances and Mixes - The Whole Degree

Theory and Practice----------methods of learning
Depth and Breadth----------content of learning
Cognitive and Affective----------domains of learning
Mix of Learning Resources----------sources of learning

10 University Without Walls/Loretto Heights College/Advanced Standing Credit. Admissions material. 1979.

If students wish to propose to receive academic credit for prior learning acquired outside the traditional college classroom, they may do so through the Advanced Standing Credit Evaluation process. After entering the program, the student prepares a proposal documenting past learning experiences and demonstrating the scope and depth of the prior learning. Advanced Standing Credit Evaluation guidelines are available upon request to assist students in the preparation of these proposals. The UWW faculty advisor and the Coordinator of Academic Programs and Research also support and assist the student in this process. The student convenes an Advanced Standing Credit Evaluation Committee to evaluate the proposal and to approve or revise the proposed number of credits.

11 University Without Walls/Loretto Heights College/Admissions Application. 1979. Characteristics:

responsibility	initiative	curiosity
flexibility	risk-taking ability	questioning of assumptions
creativity	open-mindedness	integrity
assertiveness	collaborativeness	self-awareness
tolerance for ambiguity	resourcefulness	independence
self-evaluative ability		

12 University Without Walls/Loretto Heights College/Project Transition

Partially supported by the Fund for the Improvement of Post Secondary Education for three years, 1977-1980. A four month, six semester credit re-entry adult liberal learning experience. Four seminars: #1 The Psychology of Adulthood; #2 Values in Human Experience; #3 Perspectives on the Future; #4 Learning as Adults; individualized career/life planning.

13 University Without Walls/Loretto Heights College/Degree Approval Process. Handbook. 1979. Four points of approval:

- In admissions application - tentative degree plan
- At 60 credits or at Advanced Standing Evaluation, whichever comes first - approved degree plan
- At Pre-Degree Review. In the final semester, at least eight weeks prior to Degree Review - completed degree plan review and approval of proposal for the major work
- At Degree Review, the final celebration/graduation - final approval of degree summary

14 Levinson, Daniel. The Seasons of a Man's Life. Alfred A. Knopf. New York. 1978.

15 Loevinger, Jane. Ibid.

16 Pifer, Alan. Women Working: Toward a New Society. 1976 Annual Report. Carnegie Corporation of New York, 437 Madison Avenue, New York.

Ms. Magazine. August, 1978. "Who is The Real Family?" from Yanklovich Monitor Study 1977 and U.S. Statistical Abstract 1977.

17 Kohlberg, Lawrence. "Stages of Moral Reasoning". The Journal of Philosophy. October 25, 1973.

Loevinger, Jane. Ibid.

Maslow, Abraham. Toward a Psychology of Being (2nd Edition). Princeton, New Jersey. D. Van Nostrand. 1968.

_____. "Some Educational Implications of the Humanistic Psychologies". Brandeis University. Waltham, Massachusetts.

18 Fund for the Improvement of Post Secondary Education Research Network Participants: Mary Baldwin College, Adult Degree Program; Vermont External Degree Program; Clark University, COPACE; Loretto Heights College; University Without Walls, Project Transition.

19 University Without Walls/Loretto Heights College/Bachelor of Arts Degree Requirements and Credit Minimums (see #3)

20 University Without Walls/Loretto Heights College/Special Projects (See #2)

21 Meyer, Peter. Awarding College Credit for Non-College Learning. Jossey-Bass. San Francisco. 1975.

Council for the Advancement of Experiential Learning. (CAEL). Publications. American City Building. Columbia, Maryland 21044.